# Top Ten Recruitment Strategies

**THE UNIVERSITY OF ARIZONA**

## Launching Your Search

1. **Include teaching and other duties in the position description.**
   - Do not narrowly concentrate on a research specialty in ways that can exclude candidates who could make broader contributions.
   - A statement on teaching, mentoring and outreach such as the following is required in postings for faculty with related duties:
     *The faculty member will teach at the graduate and undergraduate levels and contribute to mentoring students, including those from underrepresented backgrounds. Faculty in our department also participate in outreach and contribute to departmental, college, and university service. Our faculty also help to develop innovative approaches to enhancing student engagement, increasing diversity, and expanding collaborations with community and business partners.*
   - Cite strategic priorities such as building programs and partnerships so that they can be addressed by candidates and assessed in reviews.
   - Include the UA diversity statement from page four of this handout.
   - Consider including areas of interest to diverse faculty and students.

2. **Include diverse perspectives on the committee.**
   - Do not limit the committee to just related specialists.
   - Include search committee members who are strong teachers and mentors and are involved with outreach and pipeline initiatives.
   - Include faculty from underrepresented backgrounds, but be careful of overloading such faculty members' service commitments.
   - Consider setting up an advisory committee of stakeholders.
   - Coordinate with related programs that may be hiring.

3. **Plan your search to divide duties among the committee.**
   - Who will create a landing page for the job posting?
   - Who will help build the candidate pool?
   - Will you do screening interviews on the phone?
   - Who will check references?
   - Who will handle each of the next listed items?

## Building Your Pool

4. **Go after top candidates, don't wait for them to apply.**
   - Invite high performers who may not be on the market.
   - Network with faculty and directors of graduate and postdoctoral programs, including those from diverse backgrounds.
   - Review leading journals and departments, winners of awards and grants, and faculty in top departments.
   - Attend conference sessions to seek out diverse faculty.
   - Use listservs, including those for faculty from varied backgrounds.
   - Use Box@UA, Google Docs or other online site to track prospects.
   - Call top candidates rather than sending emails, which get ignored.

5. **Advertise initiatives and strengths, not just the position itself.**
   - Promote your department's strengths to attract candidates.
   - Direct candidates to a landing page modeled on *WhyUA?*
   - Highlight University strengths such as interdisciplinarity.
   - Note our support for families and domestic partners.
   - Highlight diversity programs, demographics, and commitments.
   - Define requirements broadly to include diverse candidates.
   - Distinguish between *required* and *desired* qualifications.

**Consider the implications of our changing demographics:**
Over 40% of UA undergraduates are now ethnic minorities.
Minority enrollments have increased 75% in the last decade.
That growth helped raise new student enrollments by over 25%.
Minorities will become the majority in Arizona in the next ten years.
These trends have a direct impact on units under the RCM budget model.

**For information on search strategies or to schedule a workshop,**
**contact Dr. Laura Hunter or Vice Provost Tom Miller.**

## Reviewing Candidates

**6. Limit the impact of unconscious assumptions.**
- Use criteria based on your priorities to assess CVs and letters.
- Use evidence-based approaches to evaluating candidates.
- Structure discussions so that all members of the committee can contribute and no individual dominates the deliberations.
- Review research on the topic included in this packet.

**7. Base criteria on benchmarks drawn from your strategic goals.**
- Reviews and interviews should follow consistent formats.
- Use the strategic priorities in your posting to set criteria.
- Make sure to assess teaching and outreach as well as research.
- Check references, working from a consistent set of questions.

**8. Make the most of your interviews.**
- Base questions on the priorities set out in the job posting.
- Include questions about teaching, mentoring and outreach.
- Include questions and criteria on sheets for taking notes.
- Avoid inappropriate questions about personal matters.
- Be sensitive to cultural differences in conversational styles.
- Stress the strengths of your programs and initiatives.
- Inform candidates about our highly rated personnel benefits and work-life balance programs.
- Allow adequate time for interviews and subsequent deliberations to avoid resorting to stock impressions.

**For help with hiring resources and HR support, email Christopher Wolf,** Project Manager, Human Resources at cwolf@email.arizona.edu

> Through proactive recruitment, in the last three years we have increased the hiring of underrepresented minority faculty by 300%: from 5% in 2009-12 to 15% in 2014-15.

## Campus Visits and Ongoing Recruiting

**9. Use onsite visits to highlight strengths and ensure fairness.**
- Ask candidates if they want to meet an HR representative.
- Ask all candidates if they want to meet with local community groups.
- Ask all candidates if they have mobility, dietary or other restrictions.
- Promote the strengths of the department and university.
- Allow time in the visit to learn from candidates' perceptions.
- Involve diverse constituencies in campus visits.
- Highlight support for family, domestic partners, and quality of life.
- Use a standardized review form to document faculty members' interactions with a candidate to avoid giving credence to impressionistic responses. An example is included on page 4.

**10. Recruiting top candidates is an ongoing process.**
- Identify prospects for recruitment when reviewing research.
- Attend sessions on diversity issues at conferences.
- Use such occasions to build relationships.
- Invite prospects to campus using SPFI campus funding.
- Propose hiring candidates for SPFI funding on 11/1 and 4/1.
- Build relationships with pipeline programs and departments.

**Additional Resources to Share with Your Committee**

Ten Minute Tools: A Toolbox for Hiring the Best includes research that can help committees build diverse pools of outstanding candidates.
- Understanding the Hiring Environment
- Forming an Effective Search Committee
- Creating an Attractive Position Description
- Recruiting the Best Candidates
- Avoiding Unconscious Bias in Evaluations
- Conducting Highly Effective Interviews
- Hosting a Successful Campus Visit

Advertising venues for job postings includes free venues.

*WhyUA?* is a website committees can use as a landing page for candidates and for links to create their own landing pages.

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# How do unconscious assumptions shape hiring?

**What is unconscious bias?** Assumptions about gender, race, disability, sexual orientation, and parental status work unconsciously to shape how we interact and evaluate others. Everybody has such assumptions. They stem from our tendency to organize our social interactions into categories. Such stereotypes are unconscious and generally without malicious intent. There is extensive research on how such biases affect hiring.

**Gender biases have a demonstrated impact on hiring.**
In one study 238 psychologists were asked to review the CV of a psychology professor candidate, with some receiving the CV with the candidate named "Brian" and others "Karen." Reviewers of both genders were significantly more likely to vote to hire "Brian" and to evaluate him more positively on research, teaching, and service (Steinpreis et al. [1999] *Sex Roles* 41).

In another study, 127 biology, chemistry, and physics faculty rated the application materials of a student for a laboratory manager position. The name on the application was either "John" or "Jennifer." Faculty of both genders rated the male as significantly more competent, hirable and deserving of mentoring and a higher salary (see tables below) (Moss-Racusin et al. [2012] *Proceedings of the National Academy of Sciences* ).
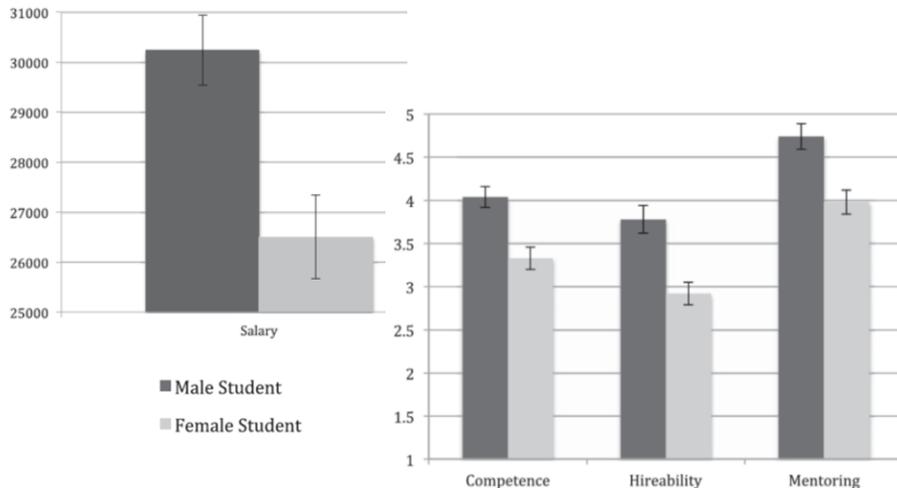


**Racial biases have also been shown to shape hiring decisions.**
Almost 5000 fictitious resumes were submitted to 1300 help wanted ads in Boston and Chicago for sales and clerical positions. Those with African American names such as Lakisha or Jamal were called 6.45% of the time, while those with White American sounding names 9.65% (Bertrand & Mullainathan [2004] *American Economic Review*, 94.4).

**Differences in sexual orientation also evoke biases in assessments.**
In one study, a male instructor gave guest lectures in eight sections of a course. In four classes, he referred to his partner as Jennifer and in the other four as Jason. The "straight" instructor received 22% more positive comments and 39 critical comments, as compared to 205 for the "gay" instructor (Russ et al. [2002] *Communication Education* 51.3 ).

**Bias expands as the differences in qualifications narrow.** When candidates are not clearly more and less qualified, whites tend to get "the benefit of the doubt" in evaluations according to a study of students' reviews of candidates identified as white and black with "ambiguously" comparable qualifications (Dovidio & Gaertner [2000] *Psychological Science* 11 ).

**These biases are apparent in reference letters for men and women.**
In a study of 300 letters for faculty hired by major U.S. medical schools, letters for women were significantly shorter, were less focused on the candidate's record, and showed less professional respect.

| Components in letter | Males (N=222) | Females (N=89) |
|---|---|---|
| Multiple mentions of research | 62% | 35% |
| Accomplishments/Achievements | 13% | 3% |
| References to publication | 13% | 3% |
| "Successful" | 7% | 3% |
| Standout adjectives* | 2 per letter | 1.5 per letter |
| Grindstone adjectives** | 23% | 34% |
| Doubt raisers*** | 12% | 24% |
| Compassionate/relates well | 4% | 16% |
| References to personal life | 1% | 6% |

 * excellent, outstanding, unique;
** hardworking, conscientious, dependable, dedicated, careful;
*** an ostensibly positive assessment with negative connotations: "we were surprised by how much she's accomplished."

(Trix & Psenka [2003] *Discourse & Society* 14.2)

# How can we reduce the impact of unconscious bias on faculty hiring?

- **Include diverse perspectives in the review** because research shows that biases in reviews increase as diversity drops.

- **Build a diverse candidate pool** because bias against women or minorities is greater when they are 25% or less of applicants (Heilman (1980) *Organizational Behavior and Human Performance* 26.3).

- **Set criteria before evaluations begin** and apply criteria consistently by using a standardized evaluation form. Specifically evaluate productivity, research funding, teaching ability, or other attributes. Avoid broad overall evaluations because these tend to allow for more bias.

- **Be aware of potential bias in recommendation letters** when evaluating candidates and weigh letters accordingly. Evaluate candidates using a standardized evaluation form *before* reading recommendation letters.

- **Use structured interviews** in which the committee asks the same questions of each candidate so that everyone has equal opportunities to discuss their merit.

- **Take your time with evaluations** because research shows that bias becomes a stronger factor when evaluators are rushed.

- **Discuss research on unconscious bias** with your committee. Awareness can help to reduce the impact of unconscious assumptions.

**Unconscious bias shapes our assessments in varied ways, as evident in the "parent penalty."** Research shows that women tend to be evaluated lower when identified as parents, while men get extra credit. Mothers receive lower assessments and salary offers than women without children in a controlled study. This study found differences in ratings of applications that only differed in identifying the candidates as parents. (Correll, Bernard and Palk [2007] *American Journal of Sociology* 112.5)

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**A statement on diversity is required in position descriptions:**

*At the University of Arizona, we value our inclusive climate because we know that diversity in experiences and perspectives is vital to advancing innovation, critical thinking, solving complex problems, and creating an inclusive academic community. We translate these values into action by seeking individuals who have experience and expertise working with diverse students, colleagues and constituencies. Because we seek a workforce with diverse perspectives and experiences, we encourage minorities, women, veterans, and individuals with disabilities to apply. As an Employer of National Service, we also welcome alumni of AmeriCorps, Peace Corps, and other national service programs.*

**Use a Faculty Applicant Evaluation Tool.**
This form as based on one developed the ADVANCE Program at Michigan for evaluations of campus visits to encourage criteria-based assessments.

Please indicate whether you have

- ☐ Read candidate's CV
- ☐ Read statements on research, teaching, etc.
- ☐ Read reference letters
- ☐ Read scholarship (please include reference):
- ☐ Attended job talk
- ☐ Observed teaching demo
- ☐ Met with candidate
- ☐ Attended lunch or dinner

Please rate the applicant on each of the following, with 5 Excellent, 4 Good, 3 Neutral, 2 Fair, 1 Poor, and 0 Not able to judge

| | 5 | 4 | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|---|
| Evidence or potential for scholarly impact | | | | | | |
| Evidence or potential for research productivity | | | | | | |
| Evidence or potential for research funding | | | | | | |
| Evidence or potential for collaborations | | | | | | |
| Evidence or potential of interdisciplinary partnerships | | | | | | |
| Potential to recruit and mentor graduate students | | | | | | |
| Evidence of teaching effectiveness | | | | | | |
| Potential to teach courses in undergrad. curriculum | | | | | | |
| Potential to contribute to department's mission | | | | | | |

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# The Benefits of Diversity

## Diversity increases creativity and innovation.

**The research cited below suggests that in comparison to homogeneous teams,** diverse research groups
- Exhibit better problem-solving performance and make more accurate predictions,[1]
- Are more productive, creative, and innovative,[1,2]
- Generate more effective and feasible ideas, and[3,4]
- Engage in a more critical review of options.[5,6]

**As the complexity of a problem increases, so does the power of diversity to produce better outcomes.**[1]

## Diverse perspectives help advance new scholarly trends.

**Having a diverse faculty can expand traditional areas of scholarship and creative expression, thereby increasing our intellectual breadth.**
Diverse faculty members have been credited with
- Extending the range of scholarship in traditional disciplines,[7,8]
- Developing new areas of study,[7,8] and
- Supporting others who expand scholarship and creative expression beyond the traditional.[7]

## Diverse faculty help attract diverse students.

**Diverse faculty can provide role models and effective mentors for underrepresented students, thereby attracting them to disciplines in which they are underrepresented.**[7] For example, a study of three STEM fields in 499 universities from 1984 to 2000 found that Institutions with more female faculty had a significantly larger percentage of female majors and bachelor graduates in those fields. Institutions experienced more growth over time in the percentage of female majors when there were more female faculty in those fields.[9]

## Diverse faculty increase the success of diverse students.

**Diverse faculty have been shown to increase the success of underrepresented students.** For example, research has found that the proportion of Latino faculty on campus is correlated with the success of Latino college students.[10] A study found that having a female STEM faculty member increased female students' performance in STEM classes, the likelihood of taking STEM courses, and the likelihood of graduating with a STEM degree.[11]

### Citations

**1.** Page (2007) *The difference: How the power of diversity creates better groups, firms, schools and societies* (Princeton).
**2.** Milem (2001) Diversity is not enough *Diversity challenged: Legal crisis and new evidence* (Harvard).
**3.** Cox (1993) *Cultural diversity in organizations: Theory, research and practice* (San Francisco).
**4.** McLeod, Lobel, & Cox (1996) Ethnic diversity and creativity in small groups. *Small Group Research* 27.2.
**5.** Nemeth (1986) Differential contributions of majority and minority influence. *Psychological Review*, 93, 23-32gh.
**6.** Nemeth (1995) Dissent as driving cognition, attitudes and judgments. *Social Cognition*, 13, 273-291.
**7.** Viernes Turner, Gonzalez, & Wood (2008) Faculty of color in academe. *Journal of Diversity in Higher Education* 1.3.
**8.** Johnson (2011) The importance of student and faculty diversity in law schools. *Iowa Law Review* 96.
**9.** Sonnert, Fox, & Adkins (2007) Undergraduate women in science and engineering: Effects of faculty, fields, and institutions over time. *Social Science Quarterly* 88.5.
**10.** Hagedorn, Chi, Cepeda, & McLain (2007) "An investigation of critical mass: The role of Latino representation in the success of urban community college students." *Research in Higher Education* 48.1.
**11.** Carrell, Page, & West (2010) Sex and science. *The Quarterly Journal of Economics* 125.3.

# Minority Hiring Myths and Facts

*Myth:* **The lack of diversity on university faculties – particularly in STEM fields – is due to problems in the pipeline that result in a very limited hiring pool of women and underrepresented minorities (Hispanics, Native Americans and African Americans).**

In fact, the lack of diversity is not simply a pipeline problem.  A growing proportion of doctoral degrees are awarded to women and URMs, yet tenure-track faculty hiring does not reflect their presence among PhD recipients.  For example, compared to their numbers in the hiring pool, women and URMs who received PhDs from 1996 to 2005 remain underrepresented among recently hired assistant professors at the top 100 departments of most STEM disciplines in 2007 (Nelson & Brammer [2010] *A national analysis of minorities in science and engineering faculties at research universities* #47).

*Myth:* **Because there are so few URM and female faculty candidates – especially in STEM fields – that there is stiff competition for those on the market.**

In fact, research shows that bidding wars for female and URM faculty candidates are vastly overstated.  For example, a study found that of 299 prestigious minority fellows who completed PhDs from 1989 to 1995, half of them women:

- Only 11% of all fellows were recruited for faculty positions.
- None of the postdoctoral scientists were actively recruited. Many worried about finding a permanent position, and others left academe because of an inability to find a position.
- The majority of fellows did not have a choice of positions. The few who did only had 2 or 3 choices, and not their top picks (Smith [2000] "How to diversify the faculty." *Academe* 86.5)



Professor Erica Coral, Department of Material Science & Engineering

*Myth:* **After they are hired, URMs and women are often recruited away by more prestigious campuses – creating a revolving door that limits progress for any single institution.**

In fact, URMs and women are not often recruited away by more prestigious campuses.  Research shows that progress in diversifying faculty varied widely across the 27 selected campuses. Those with the greatest gains in hiring and retaining URMs were not differentiated by size, wealth or selectivity. They implemented multiple strategies to improve the recruitment process and aligned diversity initiatives with the educational mission (Moreno, Smith, Clayton-Pedersen, Parker, & Teraguchi [2006] *The revolving door for underrepresented minority faculty in higher education: An analysis from the campus diversity initiative*). In the study cited above of 299 prestigious minority fellows, most indicated an unwillingness to move solely for monetary incentives. Those who did move tended to cite reasons other than money – such as questions of fit, the burden of being the only minority and other non-financial motivations.

# Resources for Recruiting Top Candidates

**Launching Your Search**
- [Guide for Successful Searches](#)
- [Understanding the Hiring Environment](#)
- [Forming an Effective Search Committee](#)
- [Creating an Attractive Position Description](#)
- [Proposition 107](#): There may be misconceptions that Proposition 107 prevents the UA from actively creating diverse candidate pools. This is not true. We are continuing to pursue diversity in compliance with Proposition 107. Learn more [here](#).

**Building Your Pool**
- [Databases for Diverse Faculty](#)
- [Recruiting the Best Candidates](#)
- [Deepening the Pool](#)
- [Diversity Advertising Venues](#)
- [Advertising venues for job postings](#) including free venues
- Include links to *[Why UA?](#)* and *[Why Do Faculty Thrive at the University of Arizona?](#)*
- Create a recruitment webpage touting your related strengths, awards and accomplishments.

**Reviewing Candidates**
- [Avoiding Unconscious Bias in Evaluations](#)
- [Reducing Bias in Faculty Evaluations](#)
- [Avoiding Bias in Reviewing Candidate Letters](#)
- [Applicant Evaluation Tool](#) (modifiable word document)
- [Conducting Highly Effective Interviews](#)
- [UA ADVANCE Interview Tool Kit](#)
- [Questions to Avoid](#)

**Campus Visits and Ongoing Recruiting**
- [Hosting a Successful Campus Visit](#)
- [Candidate Evaluation Tool](#)
- [Template for Campus Visit Invitations](#) (modifiable word doc.)
- To connect candidates with HR, email Christopher Wolf at [cwolf@email.arizona.edu](mailto:cwolf@email.arizona.edu)
- [Connect candidates with our Diversity Community Councils](#)

## [Strategic Priorities Faculty Initiative (SPFI)](#)

The Strategic Priorities Faculty Initiative (SPFI) provides bridge funding to departments for hiring full-time, tenure-track faculty or continuing-track academic professionals.

**SPFI Hiring Funds:** The SPFI program enables departments to hire outstanding researchers and teachers with a track record of advancing diversity. SPFI Hiring Funds are distributed through a competitive process. Funding covers 75% of the salary in the first year (up to a maximum of $100,000), 50% in the second year, and 25% in the third, with departments then responsible for salary. No funding is provided for start-up costs, so they need to be secured when developing proposals. Applications are reviewed on November 1 and April 1.

**SPFI Campus Visit Funds:** To support campus visits of potential SPFI candidates, matching funds are provided to cover half the costs of campus visits up to $1,500. These funds help departments develop relationships with exceptional candidates including postdocs and graduate students. These funds are not available for visits associated with searches already in progress. Applications are reviewed the 15th of the month in the first three months of each semester.

**The University of Arizona**

**Open Search Hires of Continuing-Status and Tenure-Track Faculty Starting January 2009 to Fall 2015**

| | Minority | | | | | | White/Non-Resident Alien | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Asian | Blk African Am | Hispanic Latino | Native American/ Alaskan Native | 2 or More Races | Sub-Total | White Caucasian | Non-Resident Alien | Sub-Total | Known Total | Un known | GRAND TOTAL |
| Agriculture & Life Sciences | 1 | 0 | 4 | 0 | 1 | 6 | 28 | 2 | 30 | 36 | 12 | 48 |
| Architecture/Landscape Arch/Planning | 0 | 1 | 0 | 0 | 0 | 1 | 8 | 0 | 8 | 9 | 3 | 12 |
| Education | 1 | 1 | 3 | 1 | 1 | 7 | 9 | 0 | 9 | 16 | 3 | 19 |
| Eller College of Management | 6 | 0 | 2 | 0 | 0 | 8 | 29 | 11 | 40 | 48 | 2 | 50 |
| Engineering | 2 | 0 | 1 | 0 | 0 | 3 | 5 | 11 | 16 | 19 | 3 | 22 |
| Fine Arts | 0 | 0 | 1 | 0 | 0 | 1 | 15 | 1 | 16 | 17 | 12 | 29 |
| Humanities | 3 | 0 | 2 | 0 | 1 | 6 | 16 | 5 | 21 | 27 | 5 | 32 |
| James E Rogers College of Law | 0 | 0 | 1 | 0 | 0 | 1 | 9 | 1 | 10 | 11 | 0 | 11 |
| Libraries | 0 | 0 | 0 | 0 | 1 | 1 | 7 | 0 | 7 | 8 | 1 | 9 |
| Medicine - Phoenix | 2 | 2 | 2 | 0 | 0 | 6 | 3 | 0 | 3 | 9 | 0 | 9 |
| Medicine - Tucson | 21 | 2 | 1 | 0 | 2 | 26 | 46 | 7 | 53 | 79 | 12 | 91 |
| Nursing | 1 | 0 | 0 | 1 | 0 | 2 | 6 | 0 | 6 | 8 | 0 | 8 |
| Optical Sciences | 2 | 0 | 0 | 0 | 0 | 2 | 3 | 0 | 3 | 5 | 0 | 5 |
| Pharmacy | 5 | 0 | 0 | 0 | 0 | 5 | 4 | 1 | 5 | 10 | 0 | 10 |
| President's Division | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Public Health | 3 | 0 | 2 | 0 | 0 | 5 | 13 | 0 | 13 | 18 | 1 | 19 |
| Research Division | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 2 | 0 | 2 |
| Science | 10 | 0 | 3 | 0 | 0 | 13 | 40 | 10 | 50 | 63 | 11 | 74 |
| Social/Behavioral Sciences | 0 | 3 | 3 | 0 | 0 | 6 | 44 | 8 | 52 | 58 | 9 | 67 |
| UA South | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 2 | 0 | 2 |
| **TOTAL** | **57** | **9** | **26** | **3** | **6** | **101** | **287** | **57** | **344** | **445** | **75** | 520 |
| **Total Faculty Starting 2009-2015** | 13% | 2% | 6% | 1% | 1% | 23% / URM 10% | 64% | 13% | 77% | | 14% | |
| **Faculty Starting 2009-2012** | 18% | 2% | 3% | 0% | 1% | 23% / URM 5% | 68% | 10% | 77% | | 16% | |
| **Faculty Starting in Fall 2013** | 8% | 0% | 9% | 0% | 2% | 18% / URM 11% | 65% | 17% | 82% | | 18% | |
| **Faculty Starting in Fall 2014** | 9% | 3% | 7% | 3% | 2% | 26% / URM 16% | 56% | 19% | 74% | | 11% | |
| **Faculty Starting in Fall 2015** | 10% | 3% | 9% | 0% | 2% | 23% / URM 14% | 65% | 12% | 77% | | 18% | |